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siderations on which all discussion must rest and states some of the complexities of the problem. The second is a short brief against the views held by most teachers of the special sciences.

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STATE NORMAL SCHOOL
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Education for Citizenship. By GEORG KERSCHENSTEINER. Chicago: Rand, McNally & Co., 1911. Pp. xviii+133.

The Commercial Club of Chicago has rendered an important service to American education in its investigation into European schools. This is increased by the publication under the auspices of the first of Dr. Kerschensteiner's books to appear in English. The work of this significant educator has been reviewed in the *School Review* for March, 1908 (p. 344) and June, 1910 (p. 432).

The present work is an elaboration of the author's celebrated prize essay on "Civic Education." In eight chapters we are told of: "The Existing Opportunities: Their Development and Their Deficiencies"; "The Aim of Civic Education"; "The External Conditions"; "The Internal Conditions"; "The Scholastic Educative Forces"; "The Importance of Practical Work in School"; "The Non-Scholastic Educative Forces." The author's contributions to really democratic education have been excelled by none. He has acquainted himself with a wide range of efforts which relate school achievement to the foundation of productive work in civic, hygienic, and other forms of vocational or social activity. With these before him, he has met the needs of the youth of Munich upon an experimental and progressive basis.

The democratic interest of the writer is constantly in evidence. "Is it not strange that attendance at school up to the age of eighteen or nineteen is required from the small fraction of our people which is destined for the liberal professions, although they spring from families which possess both the means and the intellectual qualifications for accomplishing their educational duties, while we expose the overwhelming majority of their future fellow-voters to the unguarded dangers of everyday life when they are still little more than children?" "A large homogeneous mass of discontented people is dangerous only when the organization of the nation and of society makes a galley-slave even of the most efficient."

Dr. Kerschensteiner is ever at his best in his advocacy of "practical work." "Our public and private institutions, our curricula and time-tables, should be judged quite as much by their influence on the will as by their influence on the intellect." "The value of sterling work in the civic education of the mass of the people gains in prominence when we reflect that, for the majority of those leaving the primary schools, work must not only provide the principal means of educating the will but it also offers almost the only point of departure for the further development of the intellect, and with it, of all those traits of character that cannot properly be developed without insight into human life." "How then shall we approach the young citizen to develop in him a discerning altruism? To this question only one answer appears to me possible—at his work."

Workers in the fields of vocational, manual, moral, physical, and civic training will find this book filled with suggestions of interrelationships which, if taken account of in our present formative work on these lines, will save much waste and make for more adequate progress.